SCHOOL PRIDE

The Winnipeg Vandalism Prevention Project
in cooperation with
Manitoba Education

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PREFACE

The Manitoba Department of Education is happy to cooperate with the City of Winnipeg Vandalism Prevention Project by producing this booklet. The purpose of this document is to provide school staffs with background information on vandalism and vandalism prevention and to suggest projects and learning activities for students on the themes of school pride and vandalism prevention.

It needs to be emphasized that the material on the following pages is meant primarily to stimulate thinking on the problem of vandalism and the development of school pride. Hopefully, school staffs will use the material in this monograph as a starting point for dialogue and local program development rather than as a prescribed curriculum. It is hoped that schools will generate their own programs which will be responsive to their own situations and needs.

Special thanks are due to the following who assisted in the development of the material for this booklet -

Phyllis Barich - Library - Department of Education
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Ken Williams - Crime Prevention Unit - Winnipeg Police Department

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INTRODUCING THE WINNIPEG VANDALISM PREVENTION PROJECT

In March, 1982 the Committee on Recreation and Social Services, City of Winnipeg, instructed the Winnipeg Police Department to organize a committee for the Prevention of Vandalism.

This request was as a result of a City report that projected vandalism costs for 1982, to City of Winnipeg property, of $450,000.00.

Representatives from the following areas were contacted and agreed to sit on the committee.

a) Manitoba Teachers' Society
b) Manitoba Association of School Trustees
c) Juvenile Corrections
d) Probation Services
e) Civic Departments
f) Private Sector

A number of meetings were held, with literature and programs from other areas being obtained.

It was decided that the efforts of the committee be directed towards a public awareness campaign and an educational program.

The City of Winnipeg was approached for, and approved, a budget for these programs. The Provincial Department of Education was also approached and committed resources to the educational program and a number of Winnipeg schools have agreed to become involved with a vandalism prevention project.

The members of the committee involved with the educational process, along with the Department of Education and representatives of the teaching community are working together on materials for teachers and students. This introductory monograph is the first such material to be distributed to participating schools.

The public awareness program includes, pamphlets, posters and Transit advertising.

The short term goals of these programs is to have the public more aware and more concerned with the costs and effects of vandalism and thus take steps to prevent it. The long term goal is to have the youth of our society educated in regards to anti-vandalism and thus not become involved in this "crime".

SERGEANT K.H. WILLIAMS, CHAIRMAN,
WINNIPEG VANDALISM PREVENTION
PROJECT.

A Definition . . .

Mischief: 1. Everyone commits mischief who wilfully:

a) destroys or damages property.
b) renders property dangerous, useless, inoperative or ineffective.
c) obstructs, interupts or interferes with the lawful use, enjoyment or operation of property, or
d) obstructs, interupts or interferes with any person in the lawful use, enjoyment, operation of property.

2. Everyone who commits mischief that causes actual danger to life is guilty of an indictable offense and is liable to imprisonment for life.

3. Everyone who commits mischief in relation to public property is guilty of:

a) an indictable offense and is liable to imprisonment for fourteen years, or
b) an offense punishable on summary conviction.

Sec. 387 Canadian Criminal Code.

Vandalism: The wilful or malicious, injury, disfigurement, or defacement of property without the consent of the owner or person having custody or control.

- F.B.I.'s Uniform Crime Reports

BACKGROUND TO VANDALISM

VANDALISM: WHY DO PEOPLE DO IT?

Vandalism frequently seems a senseless form of crime. Although the psychologists tell us that all behavior is motivated and has purpose, it often seems that acts of vandalism are committed without any apparent reason. This impression is strengthened by the inability of many young people to give any reason for their acts. Police report that young people apprehended for vandalism frequently cannot say why they did what they did.

Nevertheless vandalism is best seen as a symptom of other motives and conflicts in the individual. Frequently it is a way of drawing attention to oneself when it seems that there is no other more legitimate way of gaining that attention.

Life in modern society probably contributes to vandalism. A host of social influences contributes to the alienation of the young person and to the sense of lack of ownership of the school and community property. The young person may feel he or she has no stake in the community. Among the negative social influences frequently cited are:

- a romanticized vision of crime portrayed by the media, especially T.V.
- the breakdown in the authority of the family
- a sense that society doesn't really care about standards of behaviour anyway.
- transient communities and students who do not have a sense of belonging in a community.
- too-large schools, and consequent depersonalization.
- the inability or lack of interest on the part of some families to take the time to talk with children and help them with their problems.

A contributing factor to vandalism may also be the young person's lack of concern or ignorance concerning the consequence of his or her actions. In committing an act of vandalism against school or public property a person may feel that he or she is not hurting any particular, real person. There is no sense of the act affecting anyone in particular.

Here are some specific reasons why young people may commit acts of vandalism.

- to express hostility or revenge; out of feelings of anger or frustration
- to find release from boredom; for excitement, fun or thrills
- because of peer pressure
- to strike out at authority; to relieve the sense of powerlessness
- for profit; to gain money, liquor, drugs or desired property
- to attract attention to a cause
- to express oneself; to assert one's identity
- in the case of writing obscenities, to shock, to impress with one's sophistication or knowledge of sexual matters, or to impress peers and gain their respect.

The school building may also be a misdirected target in vandalism. Frustrations which are built up by the youngster's inability to get anyone - school or parents - to recognize and listen to his or her problems may find an outlet in smashing windows, spray-painting obscenities or destroying property. The challenge for the school staff lies in grappling with the root causes of vandalism.

Cost of Vandalism to the City

Marlene Amell, represents the General Council of Winnipeg Community Centres on the Winnipeg Vandalism Committee. She sends along the following figures related to the costs of vandalism to community centres. (Marlene can be reached at the G.C.W.C.C.'s office at 265 Osborne Street South, Winnipeg, Manitoba R3L 1Z7).

Dear Students, Parents and Teachers:

Below you will find a cost breakdown of vandalism against YOUR recreation property. Included is the cost of repairing vandalsim to YOUR Community Centres, YOUR pools and YOUR Arena's. Not only do these costs increase your families property taxes, but they also interupt the programs that you enjoy in these buildings. It's very important that we realize that these buildings do not belong to the City or to local community government, but they belong to YOU and ME.

Please take care of them as they belonged solely to YOU.

Community centres are one of the prime locations struck by vandals and account for much of the $126,000 in damage to park properties last year.

Figures show that when damage to other city properties is added to the park damage, the city lost a total of about $458,000 to vandals last year, up about 1.6 per cent from 1982.

This total figure only shows you what it costs YOU on the cases of reported vandalism. In many cases vandalism is not reported and therefore the cost to YOU and YOUR parents is much higher. Do your part in stopping this senseless cost to YOU and YOUR family. LET'S STOP VANDALISM!

"Vandalism Report - Canadian National Railways"

DAMAGE COSTS INCURRED DUE TO REPORTED ACTS OF VANDALISM IN MANITOBA FOR A ONE-YEAR PERIOD (OCTOBER 1982 - SEPTEMBER 1983)

VANDALISM INCIDENTS	COSTS IN $ (NUMBER OF INCIDENTS)												
	OCT 82	NOV 82	DEC 82	JAN 83	FEB 83	MAR 83	APR 83	MAY 83	JUN 83	JUL 83	AUG 83	SEP 83	TOTAL COSTS
Vandalism to crossing signals, crossing gates, switch lamps, block phones, etc.	247.01 (2)	490.92 (2)	1,406.27 (3)	1,916.04 (5)	224.80 (2)	280.73 (2)	200.00 (1)	528.50 (5)	536.06 (2)	176.35 (1)	85.49 (1)	451.52 (2)	6,543.69 (28)
Vandalism to buildings, (doors, windows), yard lights, fences, bridges	632.71 (4)	5.00 (1)	212.00 (1)	90.25 (1)	1,080.00 (1)	300.00 (3)	36.00 (1)	52.00 (2)	115.00 (3)	731.25 (2)	43.91 (1)	100.00 (1)	3,398.12 (21)
Vandalism to Company vehicles, outfit cars, motor cars, etc.	-	-	10,891.00 (2)	-	-	111.27 (1)	770.92 (2)	20.00 (1)	-	400.00 (1)	-	155.39 (1)	12,348.58 (8)
Vandalism to trains (windows broken by stoning, etc.)	175.00 (1)	-	-	-	-	-	530.87 (2)	190.58 (2)	40.00 (1)	195.00 (2)	581.74 (1)	664.39 (2)	2,377.58 (11)
Vandalism to personal property while on Company property	-	-	-	-	60.00 (1)	961.50 (5)	1,125.00 (3)	75.00 (1)	-	-	100.00 (1)	-	2,321.50 (11)
Arson	-	-	-	4,000.00 (1)	-	-	-	500.00 (1)	9,619.89 (3)	-	-	-	14,119.89 (5)
Vandalism to Company OCS (On Company Service) equipment	-	2,216.04 (1)	-	-	-	-	-	62.00 (1)	-	-	-	-	2,278.04 (2)
TOTAL MONTHLY COSTS	1,054.72 (7)	2,711.96 (4)	12,509.27 (6)	6,006.29 (7)	1,364.80 (4)	1,653.50 (11)	2,662.79 (9)	1,428.08 (13)	10,310.95 (9)	1,502.60 (6)	811.14 (4)	1,371.30 (6)	43,387.40 (86)

COST OF VANDALISM TO SOCIETY:

WINNIPEG SCHOOL DIVISION (1982)
TOTAL: $180,000.00 ($45,000.00 CAUSED DURING SCHOOL HOURS).

MANITOBA TELEPHONE SYSTEM (1982) $75,000.00

WINNIPEG TRANSIT . . . $100,000.00

CANADIAN PACIFIC RAILWAYS --- WINNIPEG REGION $10,000.00.

MANITOBA PUBLIC INSURANCE CORPORATION $3,000,000.00

THE ABOVE FIGURES ARE FOR VANDALISM ONLY. REMEMBER, THE LOSSES SUFFERED FROM ARSONS AND BREAK AND ENTERS, ARE NOT INCLUDED IN THESE FIGURES. THESE FIGURES ARE FOR WINNIPEG AREA ONLY. CAN YOU IMAGINE THE TOTAL COST FOR THE PROVINCE AND CANADA AS A WHOLE?

Nature of the Problem

There is no single cause for vandalism but we have to examine opportunity and purpose. For example, if students pass by the school on their way to the rink and if there are rocks lying on the ground, we could end up with broken windows. This is the opportunity and we should work at lessening the availability of such an opportunity by cleaning up the rocks or by putting screens on the windows.

With respect to the purpose of vandalism, in the minds of the vandal, we have to be aware of the range of motives discussed earlier and see what can be done to counteract these factors. For example, we need to pay attention to the ways schools and their resources are administered. Schools have fantastic resources such as gyms and film equipment, that are locked up on weekends, evenings and holidays. Perhaps more involvement of the community and parents is needed here to make use of these resources.

Ownership

Developing a sense of collective ownership is extremely important. It is interesting that a recent prison riot in Headingley Correctional Institute found stereo and T.V. equipment, which had been purchased by the prisoners themselves, undamaged. Likewise, students identify with their own items and should consequently be asked to decorate their room and their school.

Ownerhsip is an attitudinal problem and teachers have to demonstrate to students that it is their school as well. If students do not have a positive identity, they will fight for a negative identity. Participation should be the key word for all school students.

Extreme competition for leadership status. Schools characterized by intense competition for leadership positions suffer greater property damage and loss.

A low degree of student identification with teachers. When the students do not value their teachers' opinions of them, the chances of vandalism are increased.

Student over-emphasis on grades. Schools at which students strive to get good grades experience more vandalism.

Lack of support from parents. Parents of students in high-damage schools express less favorable attitudes toward their schools than do other parents.

A high residential concentration around the school. If the school is close to the students' homes, it is a convenient target for vandalism.

The use of grades as a disciplinary tool.

A high enrollment. In larger schools where there is more to destroy, property damage is greater. This correlation between school size and vandalism prevails regardless of whether the school is located in an urban, suburban, or rural setting.

Inconsistent or lax rule enforcement, classroom control, and non-classroom supervision. When rules are well understood by students and consistently and firmly enforced by teachers and administrators, fewer offenses occur.

Centre for Juvenile Delinquency Protection. Vandalism by the Centre for Juvenile Delinquency Prevention. San Marcos, Texas: Southwest Texas State University, 1979.

Reading the Handwriting on the Wall.

The causes of vandalism remain obscure. Though research addressing the "why" of vandalism is growing, it has to date yielded no clear-cut answers. Among the motivating factors often cited are: anger, frustration, hositility, bitterness, alienation, futility, inequality, restricted opportunity, emotional pain, failure, prejudice, revenge, and need for attention.

Although much of the research is convincing, the fact remains that many vandals do not appear to be among the most angry, frustrated, hostile, alienated or needy youth. And only a small fraction of the youngsters who do fall into the category actually commit acts of vandalism. So, while most experts agree that vandalism is not totally "senseless," they do not claim to fully understand its causes.

In fact, vandalism is often poorly understood by vandals themselves, many of whom report that they "don't know why" they did it. Many others, according to case reports, offer the unsolicited observation that destruction is "fun". Still others express "satisfaction" and "exhilaration." Few consider themselves criminals.

For the time being, we can conclude only that motives for vandalism are diverse. But, the "shys" notwithstanding, the vandal profile suggests that our task is, in large part, to anticipate and re-direct the impulses of young teenage boys.

For Whom the School Bells Toll.

Schools are by no means the helpless victims of early adolescence. Many school factors -- most of which are amenable to change -- influence the amount of vandalism that schools experience.

The following characteristics are typical of schools that suffer high property damage or loss.

Poor communication between faculty and administration. Vandalism is higher when the principal fails to define policy or makes policy decisions unilaterally.

Hostility and authoritarian attitudes on the part of teachers toward students. In response to such attitudes, students often "take it out" on the school.

Impersonality. Limited contact between teachers and students reduces student involvement with the school and increases the likelihood of vandalism.

What Can Schools Do?

Vandalism demoralizes both staff and students. It is a problem which strikes at the sense of the school as a community of people living together and sharing a common space and time.

Perhaps the most important thing a school can do to instil pride in students (and so to reduce vandalism) is to take conscious control of its own direction. There are a number of things which schools can do to achieve this purpose -

* Make a definite effort to inform and discuss with students what is meant by responsible behavior and what type of behavior is expected. Indeed, students can be given a role in discussing and planning the school policy on acceptable behavior.

* Make sure that students are aware of the consequence of their behaviors.

* Inform staff and community of the school's beliefs.

More student participation at school. Perhaps if students had more of a part in planning and keeping the school grounds, they would care more about them. For example, if there is vandalism to plants and trees, you might have a project which involves different classes picking out and planting trees or shrubs and taking care of them each week. If there is a lot of marking on the walls, you might have a project which involves different classes cleaning walls or, with the maintenance person, painting them.

By putting in time and effort to make the school look better, students will realize that it is really their school, and other students who ruin it are ruining the work of the student body.

Projects which involve students in improving the school might be called "Pride Projects" since they tend to increase pride in the school. The idea is that if enough people are positive about school, fewer students will carelessly mess it up.

Better ways to show off. It may be that students in your school who often show off by breaking things might show off in other ways that do not hurt and may even help the school. Every school has a city recreation program either at the school or nearby. Your team plays the teams of other schools' recreation programs. Why not encourage the students who are good at throwing rocks to use their skill in throwing balls? A student who writes on walls could be asked by your group to make posters to put up around the school.

The idea here is that many students have talents they do not know how to use constructively. If their energy and talent can be channeled into creative activities, they may end up helping the school instead of hurting it.

Real bravery. Most acts of vandalism involve more than one person. It may be only one person who actually does the damage, but there are usually others who know what he or she is going to do, or who watch the person do it. If these other people were to say that vandalism is bad and that they do not approve, the damage might not occur. People want to be liked and admired, and if they know they will not be liked and admired for ruining the school, they may not do it.

This is where you are so important as a student leader. Other students look to you for opinions. If you and other students like you are opposed to vandalism and in favor of more positive attitudes toward school, y u help to set the tone against vandalism and for a better school. Sometimes this is hard because you may be the only one in a large group who feels this way. It takes real bravery to speak out against a "dare" especially if other students think it will be fun and that no one will get caught. It takes more bravery to do this than to let a group of people shame you into doing something you do not want to do--like accepting a dare.

* Discuss publicly with students their responsibilities and how these relate to the caretaker's responsibilities with respect to taking care of the school. Emphasize the attitude of having pride in the school. (For example, discuss why people have to take off their boots at the door in winter, or why it is a good thing to report graffiti!)

Here are some other examples of projects which schools can implement in order to build the sense of pride or ownership:

. Teach about the history of the school. Highlight successful graduates.

. Conduct programs directed at increasing awareness and pride in the heritages of ethnic groups which make up the school.

. As a class group, take a walk around the school neighborhood in order to become aware of the people that make up that community. Build appreciation of the community. Meet and talk with the caretaker, the local storekeeper, the Block parents.

. Carry out a school and grounds clean-up. Plant some trees.

. Vandalized premises invite further vandalism. Make sure broken or vandalized property is repaired quickly. Make the costs of repairing vandalized property known.

. Institute a theme-of-the-month program. Each month focus on a different theme related to school pride.

. Emphasize the importance of giving positive feedback to students. Recognize the good things.

. Discuss with students the value of school and classroom rules. Do they see the values of these rules? Emphasize the fact that rules are ways of guaranteeing the freedom of individuals in group settings; they are not just ways of controlling.

. Build up the authority and accountability of the Student Council. For example, if the Student Council wants to conduct a dance, make sure it deals with the problem of maintaining order and proper behavior, as well as getting a good band.

. Instilling pride in the school is a project for the whole staff. Think of ways in which all staff members can be involved using their particular expertise.

. Finally, we must remember that teachers model behavior for the students. As teachers, we need to be aware of our own attitudes towards school property and to set good examples.

. Bring the community into the school. The school is an excellent place for recreational activities, adult education classes, community gatherings etc. The presence of people not only reduces the opportunity for vandalism, but also stimulates community and student interest in the school.

Fight School Vandalism With School Pride

Better self-image =
better school image =
less vandalism
27 strategies

Recent statistics show that school vandalism continues to be a major, and in fact increasing problems of schools--rich and poor, city and suburban. Although the causes and possible solutions are complex classroom teachers can be at the forefront of one important kind of attack on vandalism--instilling school pride.

Following are a number of practical suggestions that can help establish a class and school atmosphere that combines improved self-image with improved school image. Such a climate begins with a classroom where students feel welcome and at ease--the kind of place that values and natures a spirit of trust, communication and cooperation.

Twenty-seven Strategies

1. A collection of comfortable, old furniture, such as rocking chairs, carpeting, old couches, bus or airplane seats, and other items, such as rugs and screens, can help give the classroom a relaxed atmosphere. Students can make pillows and mats, and parents or neighborhood businesses or associations are often happy to contribute hand-me-downs.

2. If your desk is placed in an out-of-the-way corner, you will have more chances to talk privately with students.

3. Open the classroom doors on time or early.

4. Involve students in the responsibility for keeping their classroom clean and orderly and maintain a close relationship with the school custodian. More and more students will volunteer for classroom "housekeeping" as pride in their class and school increases.

5. Allow students to select their own seats in class, as long as they behave responsibly.

6. Don't forget how important specific, warm, personal actions are. For example, establish eye contact with students, use reassuring touches, smile often, call students by name, use honest praise to compliment students about something personal or an accomplishment, know about students' families.

7. Set aside a conference time when students can discuss whatever is on their minds with you, aides or other students.

8. Encourage students to write letters and notes to you. Of course, the letters must be answered.

9. Provide a suggestion box in which students can put ideas for classroom improvements and class discussion.

10. Spend short amounts of time after school with students who want to talk or who need help.

11. Contact parents before problems develop and send positive messages to parents when a child does something commendable.

12. Invite one or more students to your home or plan and do after-school or weekend activities together.

13. Hold a schoolwide cleanup day when the principal, staff and students wear old clothes and work together.

14. Develop specific routines to welcome new students. Hold class meetings to discuss the question: What are the things you would like to know if you were new in this school? Various systems of assigning buddies to new students could also be set up.

15. Play with your students occasionally at recess and lunchtime.

16. Eat lunch with your classes once in a while. Try instituting family style food-serving programs, with students assuming some of the responsiblity for cooking, serving and cleaning up. (See "Lunch-In," Teacher, May/June '76, p. 37.)

17. Take students on frequent, short walks and trips in the community. This activity breaks up the daily routine, relieves classroom tensions and promotes good community relations.

18. Share family photographs or baby pictures of both students and teachers. These photos can make an appealing bulletin board.

19. Plan a short musical party with bongo drums, guitar, harmonica and so forth on a student's birthday.

20. Photograph the "citizen of the week" or other noteworthy classmates or activities and post the pictures.

21. Interview individual children and student groups to find out how they feel about school, what problems they may be having, etc.

22. Encourage student-initiated learning activities that enable the children to create and develop class projects, such as special-interest days, hobby clubs and peer-teaching programs.

23. Invite high school students to visit your classroom and "level" with younger students about vandalism--its wastefulness and its consequences. Honest, down-to-earth talk from teenagers is usually much more effective than the same words from an adult.

24. Plan an assembly program on vandalism in your town for the other classes and parents. The children can perform plays they write themselves.

25. Organize a schoolwide social studies or citizenship education fair similar to the popular science fairs. Students could prepare murals, dioramas and tabletop models depicting such community problems as vandalism and some possible solutions.

26. Develop a school beautification program in which participating classes are responsible for designated areas of the school grounds. Responsibilities might include cleanup, clearing and planting and caring for plants.

27. Construct an oaktag "Graffiti Tree," place it in the hall and allow students to autograph it or write messages on it.

The high cost of vandalism against schools is a drain on community funds and effective teaching. Preventing it must involve cooperation among students, teachers and the community

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Rose, Charla. Fight School Vandalism With School Pride. Teacher. April, 1977. Volume #8 p. 57.

SUGGESTIONS FOR LEARNING ACTIVITIES

The following pages contain outlines for classroom activities on the themes of school pride and vandalism awareness. It is hoped that teachers may find some of these activities useful or stimulating. We have not indicated grade levels for the activities. We hope, rather, that teachers will adapt those activities which they want to try to their own situations.

Activity Topic: "VANDALISM"

Objective: to define vandalism and words associated with it.

Activity: 1. Each day for a week the teacher can introduce one word to the students from the list provided.

2. Vandalism - Intentional destruction of property.

Damages - Loss suffered by an injured party.

Vandal - A person intentionally destroying property.

Grafitti - Drawings or writings found on walls, desks etc.

Malicious Vandalism - Deliberately breaking things, defacing walls, tearing up landscaping, wrecking equipment.

Non Malicious Vandalism - Accidental or careless damage, for example person on grounds with baseball, who accidentally throws through a window.

Activity Topic: OUR SCHOOL

Objectives:
- to elicit students perceptions of the school's rules and expectations.
- to initiate discussion of the concept of "rules".
- to introduce the concept that rules exist to make collective life possible.
- to involve the students in cooperative rule-making.

Activity:

1. Introduce this topic by discussing the idea that every school has certain expectations, values and attitudes with respect to the care and operation of the school which may be unspoken as well as written policy.

2. Ask the students to complete the following incomplete sentences, paragraphs or short-compositions:

   - The principal of our school thinks that _____.
   - My teacher thinks that _____.
   - Our custodian thinks that _____.
   - My friends think that _____.
   - My parent(s) think that _____.
   - I think that _____.

3. As a variation, students may be invited to illustrate their sentences/paragraphs/compositions with cartoons or drawings.

4. With the entire class, share and discuss the perceptions which emerge from the above activity. What images do the students have concerning the school's expectations? Are there patterns to these images?

5. Using the material from the preceding activities as a bridge, move into a discussion of the school's rules and expectations. Discuss:

   - What are the rules of our school? What should they be?
   - What are the reasons and purposes behind these rules? Why do these rules exist?

6. Students can write statements of pride about their school.

7. Students can write poetry.

Activity Topic: VANDALISM AND THE RAILWAYS

Objectives: . to help students understand that vandalism to railway property is a serious offense.

. to impress upon students the dangers of playing on railway property.

Activity: Railway property is not for playing. Lt. Glen Scott of the CN Police reports that vandalism to railway property often begins with a simple act of trespassing. He emphasizes the fact that the railway is not a playground. Children should be advised to stay away.

The notice on the following page appears on CN railway property. Some of the contents of this notice may provide material for classroom discussion:

- why would a railway post such notices on its property?

- what is the "Criminal Code of Canada"?

- what do you (the students) mean by "mischief"? How does the Criminal Code define "mischief"?

- what are the meanings of the following words or terms:

  . "wilfully"

  . "renders property dangerous"

  . "obstructs, interrupts or interferes with the lawful use, enjoyment or operation of property"

  . "indictable"

  . "summary conviction"

- can you (the students) think of acts of vandalism or 'mischief' which might threaten or cause danger to life? (What about damage to railway crossing signals or gates?)

WARNING

SECTION 387 — MISCHIEF

(1) EVERY ONE COMMITS MISCHIEF WHO WILFULLY (A) DESTROYS OR DAMAGES PROPERTY, (B) RENDERS PROPERTY DANGEROUS, USELESS, INOPERATIVE OR INEFFECTIVE, (C) OBSTRUCTS, INTERRUPTS OR INTERFERES WITH THE LAWFUL USE, ENJOYMENT OR OPERATION OF PROPERTY, OR (D) OBSTRUCTS, INTERRUPTS OR INTERFERES WITH ANY PERSON IN THE LAWFUL USE, ENJOYMENT OR OPERATION OF PROPERTY.

PUNISHMENT

(2) EVERY ONE WHO COMMITS MISCHIEF THAT CAUSES ACTUAL DANGER TO LIFE IS GUILTY OF AN INDICTABLE OFFENCE AND IS LIABLE TO IMPRISONMENT FOR LIFE.

(3) EVERY ONE WHO COMMITS MISCHIEF IN RELATION TO PUBLIC PROPERTY IS GUILTY OF (A) AN INDICTABLE OFFENCE AND IS LIABLE TO IMPRISONMENT FOR FOURTEEN YEARS, OR (B) AN OFFENCE PUNISHABLE ON SUMMARY CONVICTION.

(4) EVERY ONE WHO COMMITS MISCHIEF IN RELATION TO PRIVATE PROPERTY IS GUILTY OF (A) AN INDICTABLE OFFENCE AND IS LIABLE TO IMPRISONMENT FOR FIVE YEARS, OR (B) AN OFFENCE PUNISHABLE ON SUMMARY CONVICTION.

IS IT WORTH IT?

CN Police

EXTRACT FROM THE CRIMINAL CODE OF CANADA.

Activity Topic: FIELD TRIPS AND WALKABOUTS

Objectives: . to increase students' awareness and pride in their school and neighborhood.

. to involve the students in action projects to improve their school or neighborhood.

Activity: 1. Discuss with the class the topic of "The Safe Community".

. what do we mean by a "safe community"?

. what are the things that make a community unsafe?

. what are the things that make a community safe?

2. Conduct a "Cleanathon" of the school or community. Involve the students in a campaign to identify the "scars" or "blemishes" in the school, playground or neighborhood and beautify them. This may mean a simple clean-up effort, but perhaps it could also be possible to plant flowers or trees.

One simple idea:

Create a decorated trash container (fibre drum or trash can) as the class' contribution to a clean playground.

3. Take the class on a walking tour of the school grounds. Discuss the effects of any damage, litter, etc. Make a list of items found and discuss how each problem could be eliminated. Draw a map of the grounds and mark it where the different items of damage and litter were found. Any patterns?

4. With the class, work through the costs of repairing or replacing a damaged article of playground or school equipment or property. Include the costs of labour and materials. Relate the total cost to something in the child's experience, eg. how many granola bars or chocolate bars that amount represents.

5. As a group project, let the pupils describe and design their ideal playground. List all the desired features on the board. Can any of these features be added to the current playground?

6. Let the children design and conduct a publicity campaign on the theme "Keep our school a happy (or safe) place!". Let the students make up slogans, create radio or T.V. commercials, design posters and so forth. Encourage them to see the school as their place.

7. Conduct a community survey of items related to safety and security. For example:

   . Where and who are the Block Parents?

   . What is the condition of street lighting?

   . Is there a neighborhood Watch Program?

   . How often are police patrols made?

   . Is there evidence of acts of vandalism in the neighborhood?

   Students can make reports and recommendations as to what improvements can or should be made. The class can be encouraged to write to their local councillor or city council to report their findings and recommendations.

Activity Topic: GUEST SPEAKERS

Objectives: . to obtain first-hand and expert information on vandalism.

Activity: 1. The following is a list of suggestions for guest speakers:

- Winnipeg Police Department (Contact: Sgt. Ken Williams or Sgt. Dick Booth, Community Relations - 985-6322).
- Judges (Contact: Provincial Judges Court or Manitoba County Court).
- Local merchants.
- Manitoba Chamber of Commerce (Contact: Don Campbell).
- Victims of vandalism.
- Persons who have committed and been convicted of vandalism.
- Members of local restitution committees.
- Manitoba Hydro.
- Manitoba Telephone System.
- C.P.R. Police (Contact: Daly de Gagne - 946-3664).
- Local insurance agents.
- M.P.I.C.
- Autopac (Contact: John Wylie).
- Loss Prevention Officer, Manitoba Association of School Trustees (Contact: Keith Thomas).
- Local energy.
- Officer Ollie Program (Contact: Manitoba Police Commission - 944-2825).

2. In preparation for the guest speaker, students conduct a pre-visit discussion and draw up a list of questions to ask or topics they wish the guest to speak about.

3. In the invitation to the speaker, the following points should be covered:

. the general objectives of the project or activity.
. what topics or questions the class would like the speaker to address.
. the grade level of the group.
. the size of the group.
. the time available to the speaker.
. any audio-visual resources available to the speaker.
. date, time and place of the meeting.

4. After the visit, a follow-up discussion should be held. Also, don't forget to send a letter of thanks to the speaker.

Activity Topic: ARTWORK

Objectives: . to develop creative approaches on the part of the students to thinking about and illustrating vandalism/ school pride themes.

Activity: 1. The drawings contained in Appendix III may be used with younger pupils in a number of different ways:

(gds. K-3)
- the teacher can make overhead transparencies of these drawings and use them to stimulate discussion on themes such as sharing, taking responsibility, playing cooperatively, rules, telling the truth, and so forth.
- the drawings may be used as models or stimuli for the pupils own artwork.
- the drawings may be enlarged to make posters.

2. Students can illustrate a rule, a concept from a discussion, article or their own compositions on the theme of vandalism/school pride with original drawings or cartoons.

3. Students' original artwork is posted publicly throughout the school.

4. Students make their own puppets and use them to produce puppet shows on themes related to vandalism and school pride.

Activity Topic: "WHAT ELSE IS THERE TO DO?"

Objectives: . to have the students consider the range of possible activities to counter boredom and vandalism.

. to encourage students to try new and interesting activities.

Activity:

1. Introduce this activity with a short discussion on vandalism as a means of seeking release from boredom. Emphasize that there are, indeed, many other ways of seeking excitement and interesting things to do.

2. Students brainstorm ideas on the theme: "What else is there to do?" Record the ideas on the board.

3. After a lengthy list of ideas has been developed, discuss the ideas to determine if there are some "best" ideas. (This is "best" in the students' perception.)

4. If there are some ideas which generate some excitement or interest, develop and carry out a plan to actually do them.

5. Some of these activity ideas may involve various staff members such as phys. ed., art or music staff. There may also be ideas appropriate for different clubs.

Note: The film "Let's Find Something Better To Do" (K-5 grade level) is recommended as an appropriate A/V resource for this topic. This film is available from the Manitoba Association of School Trustees (phone 233-1595), from the Department of Education film library and from the City of Winnipeg Police Department, Community Relations.

Activity Topic: SKIT - "SUCH A STUPID THING" by Robert Ramsay

Objectives: . to stimulate discussion on vandalism.

. to develop drama skills.

Activity: Such A Stupid Thing

CHARACTERS: Sam
Bill
Cheryl
Dave
Pete
Miss Haywood
Bus Driver

SCENE 1: in front of the corner store
(Sam, Bill and Cheryl are having cold drinks.)

BILL: Wow, it sure is hot today.

CHERYL: I thought I was going to burn to death in school.

SAM: The school should be air-conditioned.

BILL: Well we sure won't need air-conditioning tomorrow.

CHERYL: Why not?

BILL: Because tomorrow's Friday and we're going to the beach, remember?

SAM: Hey, that's right, and Miss Haywood said I can take my walkman.

CHERYL: I bet she'll buy us all ice cream. My sister says she did that last year.

BILL: Here come Pete and Dave. (boys enter drinking)

SAM: Hi guys. You ready for the beach tomorrow?

PETE: Yeah, we're ready.

DAVE: I'm gonna take my flippers and snorkel and spend the whole day skin diving.

PETE: I'm taking a whole box of chips and three big cokes for my lunch. (throws paper cup away)

BILL: Hey, don't be a litterbug.

SAM: There's a garbage can right over there.

DAVE: Aw, so what? (throws his cup down and steps on it)

CHERYL: You guys are messy.

PETE: So?

BILL: So, what if everyone was like you?

DAVE: Come on Pete. We've got work to do.

SAM: Pick up your garbage first you guys.

DAVE: No time.

PETE: Yeah, we gotta hurry.

CHERYL: Where are you guys going?

DAVE: (laughing) We're gonna check out the bus.

BILL: What bus?

PETE: Shut up Dave. (exit Dave and Pete)

SAM: (picking up litter) What a couple of pigs.

CHERYL: Where do you think they're going?

BILL: Who cares. Let's go home and start getting our things ready for tommorrow.

SCENE 2: in front of the school
(Cheryl, Sam and Bill are waiting for the bus to take them to the beach.)

CHERYL: There comes Miss Haywood.

SAM: Hi Miss Haywood. (teacher enters)

BILL: Are you going to swim too?

MISS HAYWOOD: Yes, I certainly hope so. It looks like another warm day, doesn't it.

CHERYL: Yes. I'm glad we won't have to spend it inside again.

SAM: Here come Dave and Pete.

BILL: (enter Dave and Pete) Hi Dave, Pete. Are you ready to go?

DAVE: Yep. No work today, eh Miss Haywood?

MISS HAYWOOD: That's right Dave.

PETE: Look at my lunch, you guys. I'm just gonna lie on the beach and eat all day.

CHERYL: Where's the bus?

BILL: Maybe the driver forgot about our trip.

MISS HAYWOOD: I don't think he'd forget, but he should be here by now. Maybe he's had a flat tire.

SAM: There he comes now.

CHERYL: Where?

SAM: Over there on the sidewalk. He's walking.

CHERYL: Walking? (enter driver)

DRIVER: I'm afraid I've got bad news for you Miss Haywood.

EVERYONE: (except Pete and Dave) What's wrong?

DRIVER: Last night someone sprayed paint all over the bus.

EVERYONE: Oh no.

SAM: Can't we go anyways?

DRIVER: I'm afraid not. Whoever it was made sure we wouldn't be able to go. They sprayed black paint all over the lights and a schoolbus has to have lights that work.

BILL: Can't we get another bus?

DRIVER: No. The others are all being used today.

CHERYL: Does that mean we'll have to stay at school?

BILL: Will we have to do work?

MISS HAYWOOD: I'm afraid that's right children. We might as well go inside.

SAM: Why would anyone do such a stupid thing?

BILL: Who did it? That's what I'd like to know.

END

QUESTIONS FOR DISCUSSION

1) Who do you think painted the bus?

2) What makes you suspect those people?

3) What else did they do that shows that they have no respect for private property.

4) Why do you think they vandalized the bus?

5) Who will suffer for their deed?

6) Is there anything the other children could have done to prevent the vandalism?

7) Who should have to clean up the bus?

Activity Topic: LEARN MORE ABOUT VANDALISM

Objectives: Other activities students can do to learn more about vandalism.

Activities:

1. Students can make their own plays and act them out.

2. The principal can announce over the intercom the vandalism cost this year to date compared to last year.

3. Students can participate in debates.

Activity Topic: "YOU BE THE JUDGE!"

Objective: . to have students consider the range of possible consequences of vandalism.
. to give students an understanding of the legal system.

Activity: 1. On the following pages are four case studies. Your task is to decide on an appropriate sentence for each of the case studies supplied.

Here are some of the options and resources available to you as the judge:

JUDICIAL OPTIONS

1. Absolute Discharge -- no criminal record; no conditions.

2. Conditional Discharge -- no criminal record if specified conditions are met during a stated period.

3. Suspended Sentence -- conviction registered but no sentence imposed unless further breach of the peace during stated period.

4. Probation -- a condition of suspended sentence, requiring reporting to a Probation Officer, volunteer, or other designated person, and the keeping of conditions agreed to. A Breach of Propation may lead to a further charge and sentence in Court.

5. Fine -- a monetary penalty paid to the court. Time may be given to pay.

6. Restitution -- a Court order for money to be paid to the Court for reimbursement of the victim. Work may be ordered in lieu.

7. Community Service Order -- a Court order, usually as a condition of Probation, requiring work for a stated period for a charitable agency or the community.

8. Intermittent Sentence -- a prescribed number of days in prison to be served on consecutive weekends or during vacation time or other agreed periods, in order to allow a person to fulfill work and family obligations.

9. Imprisonment -- in a Provincial Correctional Institution, if for less than two years; in a Federal Penitentiary if for two years or more.

COMMUNITY RESOURCES -- These may be used as a part of the disposition under one of the above options.

1. Probation Hostel -- a residence for probationers requiring an alternative to home, usually due to need for closer supervision or because of family rejection due to the offence.

CASE #1 -- JOSEPH

Joe, aged 20, born in a rural community, but moved to the city with his family some two years ago. Resides with parents and six younger brothers and sisters, but periodically stays for weeks at a time with other friends and relatives in the city, and has returned to his home town and lived with his grandmother for longer periods.

Joe attended school in his home town and was nominally in grade 8 but rarely attending when he finally quit at age 16. He had fished and trapped with his grandfather who has recently died. His father worked occasionally in his home town but has not had steady work since moving to the city, so family relies on welfare and Joe's limited earnings, which have come from day-labour jobs.

Joe doesn't mind working and has enjoyed some of his casual jobs, but likes to draw his pay daily so he can buy food and what he needs rather than wait for a week's pay since it all seems to disappear at once, loaned to friends or "blown" on a party.

As a result of one of his successful short-term jobs Joe has been offered a permanent job as a labourer in a scrap metal yard. He likes the boss and knows several others working there. He could start work Monday morning, but the boss told him to get safety boots as his old cowboy boots are not safe and the company must adhere to provincial labour safety standards for full-time employees.

Joe has found a store that sells the kind of boots he needs and priced them, but doesn't have the money. His parents don't get their cheque for two weeks. It is Friday night and Joe is getting anxious. He visits the beer parlours to see if he can find a friend who can lend him the money. His friends would share their good fortune with him, as he has with them, but he can't find anybody who has got paid enough to lend him. In fact, he ends up spending the few dollars he has on beers for himself and his friends.

Leaving the beer parlour depressed and frustrated, he passes the store with the boots, and sees a pair in the window. He takes off his jean jacket, wraps it around his fist and smashes the plate glass. His face is cut superficially by a falling splinter. He grabs the boots and runs. There was nobody around at the time, but in the next block a police cruiser spots him bloody and running. An officer jumps out. Joe throws the boots at him, hitting him in the head, but then stops and gives up.

He is charged with: 1) wilful damage -- window replacement $250; 2) theft of boots -- value of $45; 3) assault on a police officer. Stay of proceedings entered by the Crown as Joe was cooperative with the officers following arrest.

Joe has been in jail before, one month for non-payment of a $50 fine levied by a Justice of the Peace for possession of liquor. The jail term resulted from a second conviction on the same charge some months after the first, while on another return visit to his grandmother. He spent most of the sentence in a jail bush camp. He rather liked it as it was winter and the work, food and clothing were good. Now he tells the police, "Maybe it won't be so bad if they send me back to jail. I would have lost the job anyway."

CASE #2 -- SHARON

Sharon is 23, married to Peter, aged 24, and the mother of Sherry, 4 and Peter Jr., 1. Pete is a heavy duty equipment operator, making good money, but often working on out-of-town jobs from which he returns with much of his money spent. He drives a high-powered car and has made a down-payment on a van. Sharon doesn't think he can afford both and worries about his increasing interest in them, and their implications for her and their life together.

Pete doesn't spend much time at home when he is in town and doesn't care much for his children, especially when they are crying or dirty. He has made it clear that they will not be welcome in his van. Sometimes, especially when Pete is drinking, Sharon leaves the children with her mother for several days to avert problems and so she can be free to be with Pete, just like it was before they were married. When he is away she feels she needs the children. She is lonely and worried about the future.

Sharon took a business course after finishing high school. Her last year there was not very successful as she was spending most of her time with Pete and the gang. Pete rode a bike in those days and they had matching jackets and helmets and spent weekends and longer at the beach and on the road. Sharon has thought of getting an office job but Pete gets mad when whe suggests it, saying that he has lots of money and wants her around when he is home. She wants to be home with the kids when he is away.

Sharon was picked up by a store detective and found in possession of various items of costume jewellery and cosmetics. She cried when questioned and admitted to other instances of shoplifting which had gone undetected. She told the detective that she usually did this when she was depressed. The store detective followed company policy with repeaters and turned her over to the City Police. Charges were not laid with respect to the previous offences, as she could not give accurate dates and she had used up consumable goods stolen; so this is her "first offence".

Sharon tells the Probation Officer preparing the Presentence Report that she is afraid this may finish her marriage to Pete if he finds out. She doesn't want her mother to find out either as she objected to her association with Pete from the start, opposed the marriage, and has increasingly taken an "I told you so" position when Sharon has revealed their growing problems.

CASE #3 -- DAN

Dan is 18, in his last year of high school and living at home. He is a low-average student due to lack of application, not ability. His teachers and the school know him as more of a nuisance than a real trouble-maker, but he is clearly the leader of others who tend to be the real ones getting caught. He gets on well at home since he doesn't spend much time there and his parents are pleased that he is always cheerful and "doing his own thing". His two younger sisters are very proud of their brother who is well known to all the kids in the neighborhood as the local "Fonz".

Dan has the use of his father's car from time to time on weekend evenings, and his father thinks he uses it responsibly; at least there have been no troubles with it since he got his license two years ago. However, on two occasions when he was 15 he was picked up with some older boys for "joy-riding" in "borrowed" cars. On the second occurrence he and his parents had to appear in Juvenile Court. The judge dismissed the case 'sine die' as it was his first appearance in Court.

This Friday evening Dan hadn't even asked for the car as he didn't have a date. He and some of the fellows were just going downtown to shoot pool and "fool around". Now that he was 18, he could drink legally but that had not been a problem.

After a few beers and a few games of pool the group decided to call it quits and head for the home of any one of them where they could watch the late show. Bus service wasn't too good out to the suburbs where they lived in the late evening. It also had started to rain. As they waited in a doorway at the bus stop they saw a car stop at the convenience store across the street. The driver left the motor running as he ran into the store. Dan just said, "Hey, there's our ride," and the three boys ran across the street, jumped in and took off. They laughed a lot on the way home about the guy who owned the car. He'd learn not to leave his car unlocked with the motor running!

The car was "ditched" in the school parking lot just around the corner from one of the other boy's homes. The lights had shone through the window of a house as the car turned into the lot and the owner looked out, curious to know who would have driven in there on a Friday night. He had seen the three boys run from the car to a nearby house. The car lights were left on. When the car was still there before he went to bed after the late show on T.V., he called the police and told them his suspicions.

On investigating, the police learned that the "prank" was Dan's idea, and that he had been the driver. The other two boys had no previous contact with the Law and were obviously scared but cooperative. Dan was cocky and admitted he was responsible, and his previous juvenile involvements were noted in the police records although no formal record for conviction existed. He was charged accordingly. It is his "first offence" in Adult Court. His parents are angry with him, but "he has to take his own medicine".

CASE #4 -- DAVID

David has just turned 18. He is an only child, living with his mother. His father was "no good" and walked out on her and the baby many years ago. David is growing up to be "just like his father" and has been told so many times by his mother and by his grandmother. He and his mother lived with her mother until the old lady had to be placed in a nursing home. He was glad, as she nagged him and his mother all the time and had become an increasing burden on them. As "the man of the family" he had been forced to do all the work around the house and never had any fun. He had had few friends since other kids were not welcome around the house or the chores never seemed to be done. His only friends were younger kids but he was teased by his peers and chided by his grandmother for always acting like a little child.

Now he and his mother lived in a small apartment. She worked to support them. Since he was 18 he had dropped out of school completely. For a couple of years he had played truant most of the time, lying to his mother. Most of the time he just stayed home all day and watched T.V. In the evenings he took off to avoid his mother's tongue. He went to movies, and even spent time at the library as he enjoyed reading science fiction. His mother is pressing him to go back to school so he can "make something of himself". She doesn't want to work as she feels it her duty to support him.

In this last year of grade school David has been referred to the Guidance Clinic for assessment after being caught "sniffing" in a garage with a group of younger children. Teachers had been concerned that he was a "loner" but the sniffing led them to perceive the possibility of deeper problems. The female worker at the Clinic had talked to his mother and to his grandmother. That just made things worse, as far as David was concerned, he refused to cooperate, became yet more distrustful of women, and withdrew still further from adult society.

One evening, returning from a movie which had disturbed him, he spotted an older woman standing at a bus stop. She reminded him of his grandmother and this made him angry. A handbag dangled loosely from her fingers. He grabbed it, gave her a push and ran away. She fell and re-injured a hip which had been previously broken. As he ran, David rummaged through the bag, scattering the contents until he found the wallet which he pocketed, discarding the bag. Later, he found only $2.50 in the wallet. He dropped the wallet in the mail box in front of his apartment building the next morning.

From the woman's description of her assailant, the trail of contents, and the wallet in the mail box, the police were able to locate and charge David. He admitted this offence but denied similar unsolved purse snatching in the same district over the preceding months. Because of their unresolved suspicions accentuated by David's angry and uncooperative attitude, the police have discussed the case with the Crown Attorney who is pressing for an exemplary sentence. The press had picked up the case, stimulated by public reaction to this type of crime, and is demanding a severe sentence for this offender.

YOU BE THE JUDGE -- ALTERNATIVE EXERCISE

To the student:

Clip an account of a crime from a newspaper or magazine. For the crime complete the following:

a) What charge should be brought against the accused? _____

_____

b) Prepare a summary of the crown's case: _____

_____

c) Prepare a summary of the defence's case: _____

_____

_____

d) What verdict would you deliver as judge and why? _____

_____

e) If your verdict is guilty, say what form of sentence you would impose and explain why you decided on that particular sentence.

_____

_____

_____

Activity Topic: STUDENT SURVEY

Objective: To find out if the films act as good learning aids to teach students more about vandalism.

Activity:

1. It is strongly recommended that this activity be done.

2. The survey should be completed before the film and then again after the film.

3. The films are "Let's Find Something Better To Do" (K-4), "Just For the Fun of It" (5-8), "It is a Big Deal" (9-12), it is also a good teacher training film.

4. Survey 1 is for K-4,
   Survey 2 for 5-8 and
   Survey 3 for 9-12.

Survey 1 (K-4)

5. a. What is vandalism?
   b. Why is vandalism wrong?
   c. Where does the money to pay for vandalism come from?
   d. Why do people vandalise?
   e. Why is vandalism dangerous?

Survey 2 (5-8)

6. a. What are the reasons behind vandalism?
   b. Describe some acts of vandalism?
   c. What are some of the effects of vandalism?
   d. Who commits vandalism?

Survey 3 (9-12)

7. a. Describe some acts of vandalism?
   b. Who pays the cost of vandalism?
   c. Name the different types of vandalism?
   d. Who commits the most vandalism?
   e. What are the ways to prevent vandalism?

Activity Topic: TEACHER SURVEY

Objectives: To obtain feedback about the vandalism program from teachers.

Activity: 1. It is strongly recommended that teachers complete the activity.

2. Answer the questions below after the program is finished.

. How did the students react to the program?

. Did the students learn from the program?

. Should it be taught in a specific class i.e. Social Studies or should that be left open?

. Give details on activities used during the program.

. Was there less vandalism after the program as compared to before.

. What was the parental reaction?

A Bibliography of Print and Non-print Resources
Available from the Department of Education Library

Prepared by: Phyllis Barich
Film Reference Librarian
Department of Education Library

VANDALSIM

A list of print and non-print resources available from:

The Department of Education Library
Main Floor
1181 Portage Avenue
Winnipeg, Manitoba
R3G 0T3

BOOKS

371.58 C38 — Casserly, Michael. School Vandalism. Lexington Books, Lexington, Mass., 1980.

371.58 G74 — Grealy, Joseph. School Crime and Violence: Problems and Solutions. F.E. Peters and Co., Fort Lauderdale, Fla., 1979.

364.1 Ma — Madison, Arnold. Vandalism; the not-so-senseless crime. Seabury, 1970.

373.150973 N38 — Rubel, Robert J. The Unruly School: Disorders, Disruptions and Crimes. Lexington, Mass. 1977.

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371.7 V56 — Violence and Vandalism. National School Public Relations Arlington, Va., 1976.

371.7 C36 — Vandalism. The Canadian Education Association., Toronto, Ont., 1977.

371.58 W45 — White, James. Vandalism Prevention Programs in Ontario Schools. The Minister of Education, Toronto, Ontario, 1980.

371.58 W45 — Vandalism Prevention Programs: A Case Study Approach. Ontario Ministry of Education, Toronto, Ontario, 1981.

371.6 Z43 — Zeisel, John. Stopping School Property Damage. American Association of School Administrators, Arlington, Va., 1976.

AUDIO-VISUAL MATERIALS

16 mm films

The Boy Who Liked Deer. (motion picture)
(S.I.): Material World Productions; released by Learning Corp. of America, 1975. 1 reel (18 min.): sd., color. 16 mm. (Learning to be human series) (motion picture)
SUMMARY: Shows the consequences of vandalism in the story of a boy whose prank at a deer park causes the death of an animal the boy dearly loves.
1. Vandalism 2. GUIDANCE I. Material World Productions II. Learning Corporation of America
0047 * Grades 10-12 * Grades 7-9 * Grades 4-6

Police Officer (motion picture) 4th ed.
Chicago: Encyclopedia Britannica Educational Corporation; distributed by Visual Education Centre. 1981. 1 reel (16 min.): sd., color, 16 mm.
SUMMARY: A lost puppy rescued by a police officer introduces the services performed by the police in a community. The film explains how the major responsibility of the police is law enforcement, and how they function as community helpers. The importance of teamwork in police operations and the special skills and equipment used by the police department are highlighted.
1. Police - United States. 2. Police 3. SOCIAL STUDIES (Grades K-6) 4. GUIDANCE (Grades K-12) I. Encylopaedia Britannica Educational Corporation
* 0374 * Grades 4-6

Greenhouse. (motion picture)
Barr Films. 1973. Made by William Crain. 1 reel (11 min.): sd., col.; 16 mm.
SUMMARY: A young boy's work to repair a greenhouse he has vandalized helps him to appreciate the beauty of nature and to learn the meaning of friendship and a respect for the property of others.
1. Nature 2. Vandalism 3. GUIDANCE I. Crain, William II. Arthur Barr Productions
1852 * Grades 10-12 * Grades 7-9 * Grades 4-6

Vandalism. (motion picture): it is a big deal.
Winnipeg: Bortnick Film Productions Ltd. c 1982. 1 reel (27 min.): sd., color, 16 mm.
SUMMARY: An investigation into the extent, consequences and causes of vandalism in Canada today. Includes examples of steps which can be taken to control vandalism, such as: target hardening, the open-door program, neighbourhood watch and Project Pride.
With Guide.
1. Vandalism 2. School vandalism 3. Vandalism-Manitoba 4. GUIDANCE (Grades K-12) 5. PROFESSIONAL DEVELOPMENT I. Bortnick Film Productions
* 4178 * Grades 10-12, Adult, Teacher Training

AUDIO-VISUAL MATERIALS (continued)

Just For The Fun of It (motion picture)
Winnipeg, Man.,: Bortnick Film Productions Ltd., c 1982.
1 reel (22 min.): sd., color, 16 mm.
SUMMARY: Examines the causes and consequences of vandalism in Canada. Presents the views of victims, vandals and students. Shows one vandal's experiences of being arrested and signed into a juvenile detention centre.
With guide.
1. Vandalism 2. School vandalism 3. GUIDANCE (Grades K-12)
I. Bortnick Film Productions
* 0804 * FC FC FC SS Grades 6-12

A Vandalism Story: the clubhouse. (motion picture)
Glendale, Calif: McDonald/Crain Media, 1973. reel (10 min.): sd. color. 16 mm.
SUMMARY: Helps young people understand the consequences of vandalism by using a story about four boys and whose favorite clubhouse is vandalised after they themselves have committed vandalism on other property.
1. Vandalism - Drama 2. GUIDANCE 3. LANGUAGE ARTS (Grades K-6)
I. McDonald/Crain Media
0156 *Grades 4-6

Let's Find Something Better To Do (motion pictures)
Winnipeg, Man.: Bortnick Film Productions Ltd., c 1982.
1 reel (17 min.): sd., color, 16 mm.
SUMMARY: Two muppets, Howard and Becky present a news show which asks children what vandalism is, why it's wrong and what makes people do vandalism. Officer Ollie, the crime prevention owl, and the children sing the song "Vandalism is . . . " which reinforces the meaning and consequences of vandalism.
1. Vandalism 2. School vandalism 3. GUIDANCE (Grades K-12)
I. Bortnick Film Productions II. Hamilton, Bill
III. Lakewood School Choir.
* 4177 * Grades K-5

KITS AND VIDEOTAPES

K 364.162 What Is Theft? (Kit) Project coordinator, Gary R. McEwan.
Winnipeg, Man., The Dept. (1977)
1 filmstrip, 1 cassette, 5 puppets, 4 sets of newspaper clippings (6), 16 cards, 2 posters, (Youth and the law: elementary years edition)

Includes 1 teacher's manual (28 p.). Also includes Flowers for teacher by Marni Dennis and Debra Zimmer (10) Finders Keepers by Marni Dennis and Debra Zimmer (10), and the Robber Child by Michael and Sandra Roboff (5).

KITS AND VIDEOTAPES (continued)

VR
372.8
v.12

Judging Information. (Part I) (videorecording)
(presented by) AIT. - (Bloomington, Ind.): Agency for Instructional Television, c 1979.
1 cassette (45 min.): sd., col.; 3/4 in. - (Thinkabout)
Also available in 1/2 beta and 1/2 vhs
Intended audience: Grades 5-6
SUMMARY: Presents 3 dramatic episodes illustrating the importance of evaluating information. In the first program, Sue has carefully judged the reliability of her sources in an account of 2 purple visitors from space. In the second program, Christie solves the mystery of how Sir Gordon died. In the final program, Bobby re-evaluates his information after his bicycle is stolen and Eddie appears to be the culprit.

Library dubbing no. VT 848, 849, 850.

APPENDIX I

STUDENT HELPERS AT ROYAL SCHOOL

Student Helpers at Royal School

Glenda Russell, counsellor at Royal School in the Assiniboine South school division, reports that her "Student Helper" program is an excellent way to enhance individual self-concepts as well as to build a positive climate in the school as a whole.

The essence of the program consists of a system whereby grade 6 students (Royal is a K-6 school) help out in a wide variety of ways. Here is how it works.

At the beginning of the school year Glenda, who acts as a trainer/manager of the system, set up her timelines for key events. The first event is the opening staff meeting of the school, where Glenda makes an explanatory presentation to the staff. After this, student helper request forms are circulated to all the staff members to determine what kind of demand for student helpers there is. (Note: forms used by Glenda in this programme are included at the end of this article.) Teachers are asked how many grade 6 helpers they want and what kinds of tasks they want them for. Student Helpers may find themselves tutoring other younger children, helping the teacher make or organize materials or, indeed, performing any one of any of a great number of truly useful functions. Current examples of jobs include luncheon supervision and helping out a younger child with perceptual problems in the mini-gym. Presentations are also made in the Grade 6 classrooms.

After determining the demand, Glenda proceeds to match her student helper volunteers to the tasks.

This year more than 50 helpers have been placed in jobs. This represents all students who volunteered to be part of the program. The demand for student helpers has doubled over the past few years, as teachers have come to see the usefulness of the program.

Glenda approahces the matching of student to task precisely as if it were an actual job application (thus relating the project to a career education theme as well). Students fill out an application form for the job obtain references from classroom teachers and are formally interviewed by Glenda. In the individual interviews, the student is questioned concerning their hobbies, interests, friends, extra-curricular activities or other factors. Sometimes these interviews reveal situations which Glenda, as a school counsellor follows up with respect to the applicant him/herself. Students can get "real-life" references from the program, such as for baby-sitting jobs.

Prerequisites for student helper jobs are enthusiasm and desire, not high marks.

After students are selected, the job takes place. Three sessions are given. The first deals with the helpers' general responsibilities - setting good example, punctuality, confidentiality, being a friend and how to organize one's own time and duties. The second session focuses on communication skills,* (all grade 5 students at Royal School cover a unit in "conflict management"), and session three focuses on the process of encouragement. (See the handouts at the end of this article.)

* Reference for the communications training is:

Feam, Leif and R. E. McCabe. Magic Circle - The Human Development Program - Supplementary Idea Guide. Human Development Training Institute, San Diego: 1975.

In operation by October, evaluation of the program takes place in January to see how things are going. Both teachers and students are asked for evaluation. Feedback sessions are also held in January where Glenda and the students can tell each other how each perceives how things are working.

In February new interviews and placements take place; in May training sessions for grade 5's are given and the second round of evaluation and feedback sessions take place in June.

On the job, students work one or two 1/2 hour sessions each 6-day cycle. The scheduling is determined by negotiation between the student helper's homeroom teacher and the helper. Glenda becomes involved in problem situations, but this happens rarely.

Also rare is the case of a student who wishes to be part of the program but - due to some particular problem - is not considered an appropriate helper for "general duties". In this infrequent situation, Glenda may make that student her helper and work closely with the student in ways which involve that student in work which will be of benefit.

While the program required some organization on Glenda's part at the outset, the system has become more efficient as time has passed and now things run smoothly, with less time requirements on Glenda's part.

Glenda reports many advantages to this system; they include the following

- primary and senior students are brought closer together. Friendships develop (and the payoff is seen on the playground!).
- a caring environment is fostered
- students gain a greater sense of responsibility for themselves, for the jobs to be done and for the school as a whole
- school spirit and pride is developed
- citizenship and respect are strengthened
- leadership and helping skills are developed

Perhaps the most important benefit in Glenda Russell's view, is that the program has proven itself to be an excellent way to promote the student's feelings of self-worth.

Here are the forms and handouts which Glenda uses in her program.

STUDENT-HELPER PROGRAM

OVERVIEW: The Royal School Student-Helper Program provides an expansion in scope and interaction between students and teachers, focusing on the maintenance of a positive and reinforcing environment in our school. Student-Helpers work directly with Primary students and classroom teachers, after a selection and training time period with the school counsellor.

PROGRAM GOALS

A. For Student-Helpers:

- to increase involvement and interaction between students and teachers in all areas of our school.
- to provide students with opportunities to assume responsibility and ownership.
- to assist in the development of a sense of positive self-worth amongst the students.
- to provide young students with student models of acceptable behaviour.
- to provide students with an opportunity to learn and practice effective communication skills.
- to develop time management, planning and reading skills.

SOME IMPORTANT DYNAMICS OF STUDENT-HELPER PROGRAM

- the Student-Helper program is voluntary for everyone!
- the Student-Helper program is success oriented.
- the school counsellor is responsible for the organization, training, supervision and evaluation of the Student-Helper program.
- the classroom teacher is responsible for the content and supervision of the student-helper program requested and implemented in his/her own classroom.
- the student-helper is accountable to the classroom teacher and the school counsellor.
- the student-helpers, as part of the selection process, must:
  a) complete an application form and get references
  b) obtain parental permission
  c) demonstrate a responsible, committed attitude
- once the direct service to the Primary area has begun, the student-helpers:
  a) are assigned to a specific classroom teacher
  b) are required to meet with the teacher before the program begins for:
     1) introductions
     2) clarify times/nature of helping/locations, etc.
     3) establishing ground rules (absents, recordkeeping, etc.)
- follow-up and further training sessions are scheduled for approximately every 6 weeks with the counsellor.
- student-helpers with problems are to report first to their assigned teachers. If problems continue, they should then be reported to the school counsellor. Parents may direct enquiries directly to the school counsellor.

SELECTION

A. Who should apply to be a student-helper?

It is our hope that applicants to the Student-Helper program are individuals who:
1) care about other people
2) are responsible in their actions
3) are willing to learn helping and leadership

B. Selection Procedures

- applications are received from Grade 6 only
- applicants must obtain parental permission
- applicants must demonstrate skills and responsible attitude during the training sessions. Student-Helpers will be selected on the basis of their performance in the training sessions. Evaluation and selection will be determined by:
  (1) group participation
  (2) individual participation
  (3) respect demonstrated toward other group members
  (4) individual effort toward skill growth
- applicants will become student-helpers only after successful completion of the training program
- applicants will receive their placement in the program in an interview with the school counsellor

Direct any further questions to Mrs. Russell, Counsellor

Should you wish your son or daughter to participate in our Student-Helper Program, please indicate by signing this letter and returning it to the school.

Student's Name _____ Phone # _____

Parental Signature _____

Comments _____

STUDENT HELPER PROGRAM

TEACHER REQUEST FORM

NAME:_____ GRADE:_____ ROOM #:_____

DATE OF REQUEST:_____

How many S-H's do you want?_____

Please check your choices and indicate the number of S-H's you would like:

CHECK	NO.	
_____	_____	working with students on regular work
_____	_____	working with students on special work (eg. flashcards, listening to reading, etc.)
_____	_____	arranging materials for class (eg. art supplies, bulletin boards, sorting, etc.)
_____	_____	assisting with filing, marking, stapling, etc.
_____	_____	making materials for classroom use (eg. flashcards, posters, games, etc.)

Other:_____

_____

** Return this request to the Counselling Department. Thank You.

STUDENT-HELPER PROGRAM

19____

APPLICATION FORM

NAME:_____

Homeroom Teacher:_____ Homeroom Number_____

1. Grade level preferred: K 1 2 3 4 5 6 (circle)
2. Study period time:

   Available for tutoring: 1) Day_____ Period_____

   2) Day_____ Period_____

   Term A - November - February _____

   Term B - March - June _____

3. Preferred tutoring activities. (Put an 'x' before those activities you would like to do.)

   A. Helping Students

   _____ 1. Working with students on their regular school work.

   _____ 2. Working with students on special work; i.e. flashcards, listening to reading, reading to students, writing stories for students.

   B. Helping Teachers:

   _____ 1. Arrange materials for class, e.g. equipment, art supplies.

   _____ 2. Assisting teachers with marking, stapling, filing, etc.

   _____ 3. Getting Kindergarten students ready for dismissal.

4. Why do you want to be a student helper?_____

   _____

   _____

5. References: 1) A present teacher (1982-83):_____ (name)

   2) Former Supervising Teacher (1981-82): _____ (name)

STUDENT-HELPER PROGRAM

S-H REFERENCE FORM

This form is to be completed by the classroom teacher on the request of a Student-Helper Applicant. The completed form is to be returned directly to the School Counsellor.

THIS FORM IS CONFIDENTIAL AND WITHOUT PREJUDICE

APPLICANT'S NAME _____

DATE: _____

1. In what capacity do you know this applicant?

_____ worked as a S-H for me _____ Other _____

_____ as a classroom teacher _____

2. Indicate which characteristics you think this applicant has to offer the S-H Program:

_____ demonstrates caring for other people

_____ good communication skills (Listening, speaking)

_____ leadership skills

_____ completes self-initiated projects

_____ participates in activities

_____ demonstrates a sense of responsibility

_____ relates well with other people

3. Any additional comments: _____

S-H PROGRAM - PLACEMENT FORM

STUDENT-HELPER _____

HOMEROOM TEACHER _____ ROOM # _____

PLACEMENT TEACHER _____ ROOM # _____

STUDENT-HELPER: DAY: _____ TIME: _____

ASSIGNMENT: (who, what, etc.) _____

STUDENT-HELPER EVALUATION Date: _____

This form to be shared with student-helper. Please attach a note with confidential information if necessary.

_____ Teacher

_____ Student-Helper

	Excellent	Good	Satisfactory	Needs Improving
1. S-H was prompt				
2. S-H took commitment seriously				
3. S-H behaved appropriately				
4. S-H encouraged children				
5. S-H enjoyed assignment				
6. S-H relationship with student				
7. S-H self-motivation				
8. S-H set an example for younger students				

APPENDIX II

CONSEQUENCES OF A CRIMINAL INVOLVEMENT ON INTERNATIONAL TRAVELLING PRIVILEGES AND EMPLOYMENT OPPORTUNITIES

CONSEQUENCES OF A CRIMINAL INVOLVEMENT ON INTERNATIONAL TRAVELLING PRIVILEGES AND EMPLOYMENT OPPORTUNITES

A CANADIAN PASSPORT WILL BE ISSUED TO A PERSON WITH A CRIMINAL RECORD PROVIDING THERE ARE NO CHARGES PENDING AGAINST THE APPLICANT.

MOST COUNTRIES, IT SEEMS - WITH THE EXCEPTION OF THE EASTERN BLOCK COUNTRIES - WILL RECEIVE A PERSON WITH A CRIMINAL RECORD AS A VISITOR FOR 90 DAYS OR LESS, WITHOUT A VISA. THERE IS GENERALLY NO CONTROL OR RECORD KEPT OF SUCH VISITS, BUT MOST COUNTRIES RETAIN A DISCRETIONARY RIGHT TO EXCLUDE ANYONE WITH A CRIMINAL RECORD SHOULD THIS RECORD BECOME KNOWN TO THEM. MOST COUNTRIES WOULD REFUSE A WORK VISA OR LANDED IMMIGRANT STATUS TO ANYONE WITH A CRIMINAL RECORD, BUT IN MOST INSTANCES THERE IS ROOM FOR APPEAL.

IN REGARDS TO ENTRY TO THE U.S.A., STRICT RULES DO APPLY IN RESPECT OF PERSONS WITH A CRIMINAL RECORD SEEKING ENTRY TO THAT COUNTRY.

THE U.S. AUTHORITIES WOULD NOT CONDUCT NAME CHECKS ON EVERYONE ENTERING AS A VISITOR, BUT THEY DO WORK IN CLOSE HARMONY WITH CANADIAN IMMIGRATION OFFICIALS AND SHOULD A PERSON HAVE A RECORD FOR AN OFFENCE OF MORAL TURPITUDE THAT PERSON WOULD BE EXCLUDED FROM THE U.S. IF THEY LIE ABOUT THEIR IDENTITY OR CONCEAL THE FACT THAT THEY HAVE SUCH A RECORD, THE VEHICLE IN WHICH THEY ARE TRAVELLING AND THEIR POSSESSIONS COULD BE SEIZED AND THE CULPRIT CHARGED WITH ILLEGAL ENTRY.

AN OFFENCE OF MORAL TURPITUDE INCLUDES ALL MANNER OF OFFENCES INCLUDING DISHONESTY, DRUG OFFENCES AND OFFENCES OF VIOLENCE AGAINST PERSONS OR PROPERTY. PEOPLE HAVE BEEN PREVENTED FROM ENTERING THE U.S. IN THE COURSE OF THEIR EMPLOYMENT AND WHILST TOURING, BECAUSE OF SUCH A RECORD.

THIS EXCLUSIONARY RULE IS THE RESULT OF STATUTORY LAW AND OFFICIALS ARE NOT PERMITTED TO USE THEIR DISCRETION IN SUCH MATTERS.

THERE IS AN EXCEPTION TO THIS FIRM EXCLUSIONARY RULE AND THAT INVOLVES CASES WHERE A PERSON WAS FOUND GUILTY OF A SINGLE OFFENCE OF MORAL TURPITUDE WHILST UNDER THE AGE OF 18 YEARS AND AT LEAST FIVE YEARS HAVE ELAPSED SINCE THE DATE OF CONVICTION. OFFICIALS WOULD BE ALLOWED TO USE THEIR DISCRETION IN THESE CIRCUMSTANCES.

IF A PERSON HAS BEEN EXCLUDED UNDER ANY OF THE AFOREMENTIONED CIRCUMSTANCES, HE MAY APPLY FOR A WAIVER AGAINST THE DECISION. HOWEVER, THIS PROCESS TAKES ABOUT THREE MONTHS AND EACH CASE IS DECIDED ON ITS OWN MERIT WITH PARTICULAR CONSIDERATION BEING GIVEN TO THE SERIOUSNESS OF THE OFFENCE(S) AND THE LENGTH OF TIME THAT HAS ELAPSED SINCE THE OFFENCE(S).

IN CONCLUSION, IT SHOULD BE POINTED OUT THAT INDIVIDUAL COUNTRIES FREQUENTLY CHANGE RULES OF ADMISSION, SO SPECIFIC ENQUIRIES TO THE RESPECTIVE CONSULATES.

BONDING:-

WHEN A JOB APPLICANT IS SEEKING AN OFFICE OF EMPLOYMENT INVOLVING A POSITION OF TRUST, THAT EMPLOYER MAY REQUIRE FIDELITY BONDING.

THE APPLICANT WOULD BE REQUIRED TO COMPLETE A FIDELITY BONDING APPLICATION FORM WITHIN WHICH HE WOULD BE REQUIRED TO ANSWER QUESTIONS ABOUT PREVIOUS ARRESTS IF ANY. THE INSURANCE COMPANY WOULD ALSO REQUIRE THAT THIS PERSON SUPPLY NAMES AND ADDRESSES OF REFEREES.

THIS FIDELITY INSURANCE PROVIDES THE EMPLOYER WITH INSURANCE AGAINST EMPLOYEE THEFT. THE THEFT MAY BE IN THE FORM OF DIRECT THEFT FROM THE EMPLOYER OR THEFT FROM A CUSTOMER OF THE EMPLOYER.

IF SOMEONE HAS A CRIMINAL RECORD IT WOULD DEFINITELY HAVE A BEARING ON THE DECISION WHETHER TO CONSIDER THE APPLICANT BONDABLE FOR INSURANCE PURPOSES. OTHER FACTORS WHICH WOULD HAVE A BEARING ON THIS DECISION WOULD BE THE SERIOUSNESS OF THE OFFENCE(S) AND THE PERIOD OF TIME THAT HAS ELAPSED SINCE THE INVOLVEMENT.

THERE APPEAR TO BE NO HARD AND FAST RULES AND EACH CASE WOULD BE DECIDED ON ITS OWN MERIT. ALTHOUGH, WITH THE TIGHT EMPLOYMENT SITUATION, IT IS MORE THAN EVER DESIRABLE THAT A JOB APPLICANT BE WITHOUT ANY FORM OF CRIMINAL RECORD.

RICHARD B. JONES
CONSTABLE 966/35

APPENDIX III

COLORING EXERCISES AND DISCUSSION

STARTERS

SHARING

MY CHORES!
1. Make bed.
2. Take out garbage.
3. Dry dishes.
4. Pick up

PLAYING